DOCUMENT RESUME

ED 165 459 FL 009 933

AUTHOR Tuttle, Harry Grover
TITLE Producing Exciting and Motivating Dittos.
INSTITUTION American Council on the Teaching of Foreign Languages, New York, N.Y.
PUB DATE [78]
NOTE 9p.
AVAILABLE FROM American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, NY 10016

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Classroom Games; Classroom Materials; Classroom Techniques; Elementary Secondary Education; Games; *Instructional Materials; *Instructional Media; *Language Instruction; *Motivation Techniques; Puzzles; *Student Motivation; Teacher Developed Materials; Teaching Methods; Visual Aids

ABSTRACT

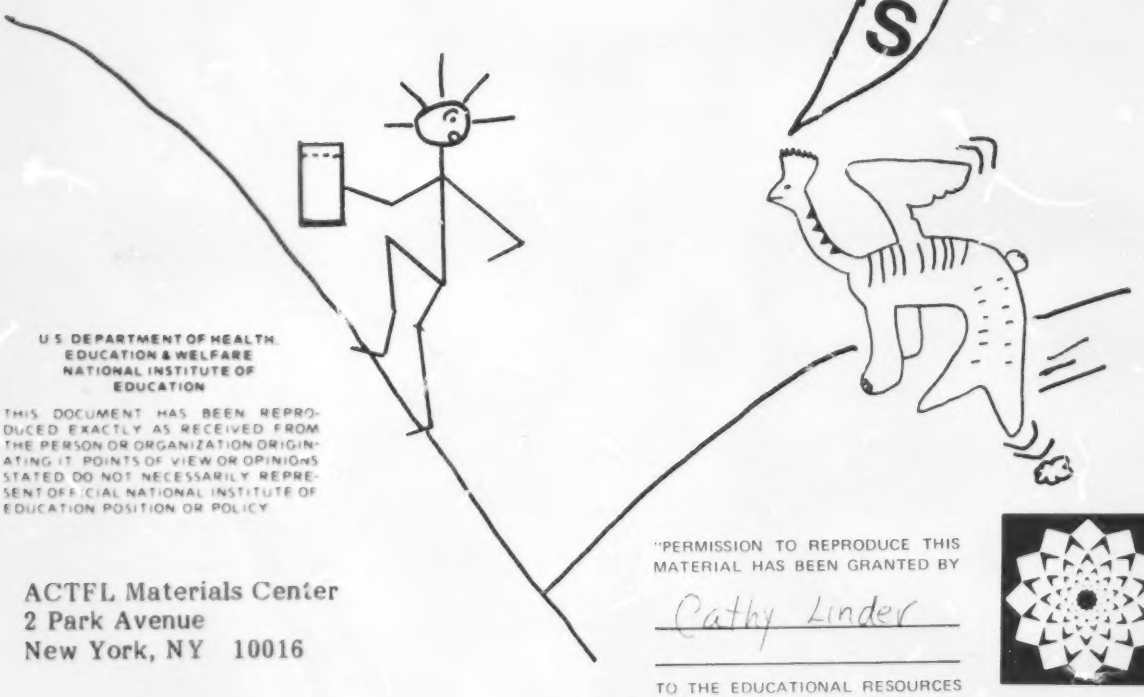
This guide presents techniques to enable teachers to produce dittos that generate student interest. One major technique for creating different dittos is variation of format or layout; another way to create appealing dittos is to use color to emphasize a new spelling, grammar, or vocabulary point. Crossword puzzles, word searches, and anagrams (not necessarily in block form) can be used by teachers as motivational activities. Sketches or stick figures can also be drawn on a ditto as another technique to motivate students. Other techniques involve dittos that are cut apart; games, such as a form of Jeopardy; and programmed dittos where students cover up or fold back the answers until they have done the exercise. Variation of content away from the routine of grammar exercises or vocabulary drills can also be more exciting, for example, with a ditto that encourages communication. Examples, figures, and "how-to" instruction accompany the text. (EJS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165459

HARRY GROVER TUTTLE
Cicero (NY) High School

producing EXCITING and MOTIVATING DITTOS



FL009933

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ACTFL Materials Center
2 Park Avenue
New York, NY 10016

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cathy Linder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PRODUCING EXCITING AND MOTIVATING DITTOS

The students' moans of, "Oh, no, not another ditto!" can be changed to comments like, "Wonder what this one will be like?" Using a few simple techniques, teachers can produce dittos which generate student interest.

PHYSICAL APPEARANCE

One major technique for creating different dittos is variation of format or layout. All dittos do not have to be vertical (Figure 1), but can be horizontal as well (Figure 2). The ditto can even be written diagonally, with the corners being used to emphasize certain vocabulary or grammar (Figure 3).

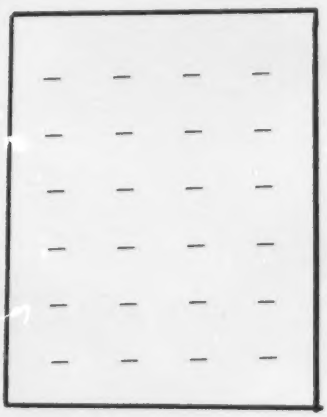


Figure 1

Figure 2

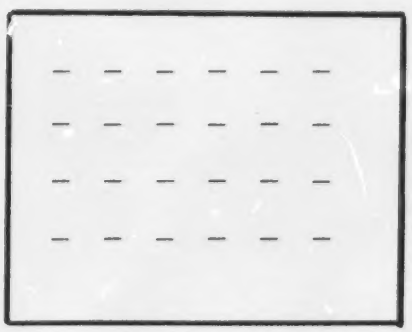


Figure 3

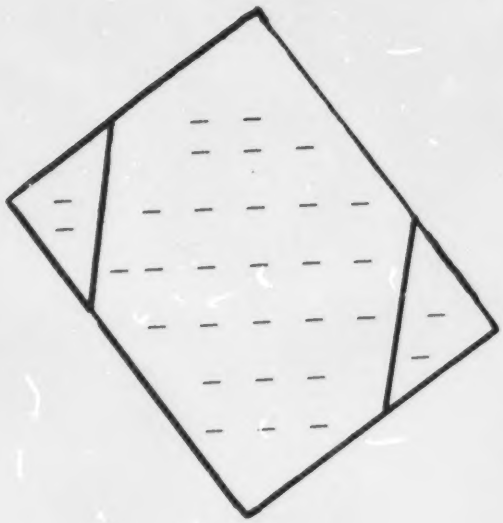
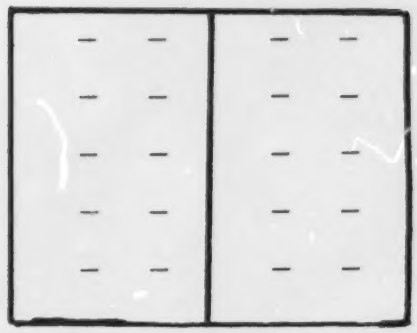


Figure 4



Another aspect of layout is the divisions within the ditto. If there are three different concepts to be presented, the ditto can be divided into three parts by lines (_____ or-----), stars (*****), other typing symbols, or drawings. Some teachers divide dittos into left and right sides (Figure 4).

The use of certain designs, shapes, or forms can create more variety. If students are to write out the forms of the verb to play, they can write them inside a tennis racket. If the verb is to climb, the forms can be written up one side of a 'mountain' and down the other (Figure 5).

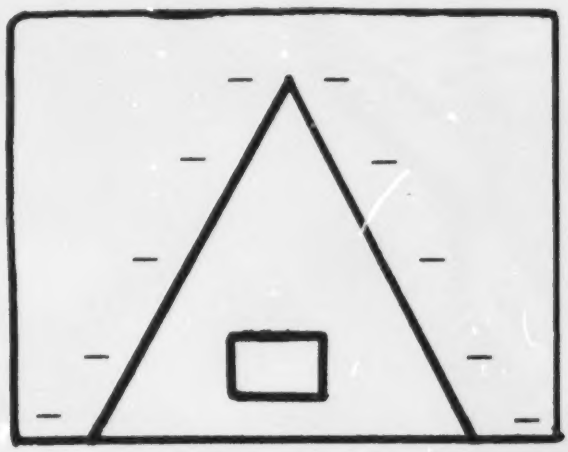


Figure 5

When a cultural ditto reviews the names of many cities, it can take the form of a relay race for two players. They can move by flipping a coin (heads = two spaces forward; tails = one space forward). By having to name a famous building, event, or person who lived there before continuing, the students can check each other's answers and provide help for one another. If a city with several famous places, events, and people is in each space, a player landing on the same city as his/her partner must name a different place, event, or person. These race dittos can be designed in the shape of a snake, a huge letter 'Z,' a winding road, or a maze (Figure 6). This relay race can also be used for vocabulary and grammar.

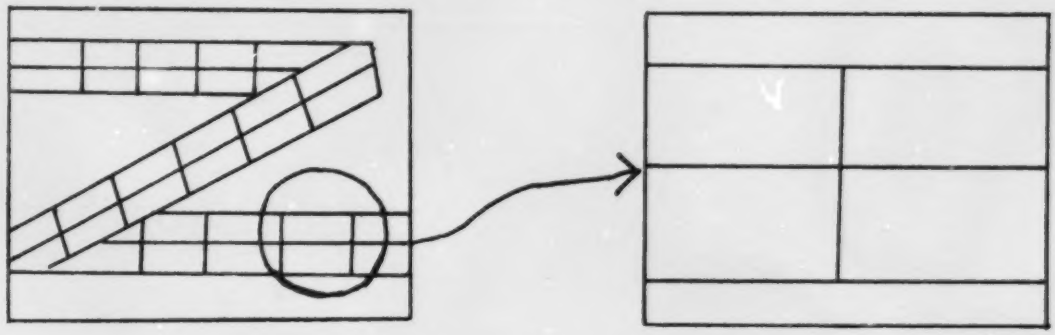


Figure 6

Certain shapes can focus the students' attention on important charts, forms, etc. From the science or math teachers, the foreign language teacher can borrow templates of squares, ovals, circles, triangles, arrows, etc. (Figure 7).

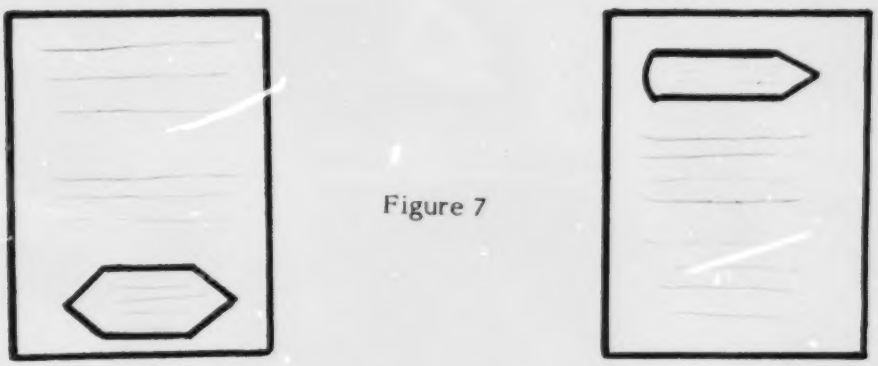


Figure 7

COLOR

Another way to create appealing dittos is to use color to emphasize a new spelling, grammar, or vocabulary point. Most dittos are blue, but red, green, black, and gray dittos can also be obtained. Teachers can remove the blue backing from a ditto and substitute another color to stress a certain concept. For example, the '-ería' ending of such shops as 'zapatería' and 'joyería' could be written in another color. The special part can also be accentuated by underlining it either in the same or a different color ('joyería'). If colors are judiciously used, they can increase the impact of the ditto and facilitate learning.

WORD PUZZLES

Many teachers already use crossword puzzles, word searches, and anagrams as motivational activities. These puzzles do not always have to be in block form. The words in the word search can form the shape of a country (such as France). In order to do this, trace the outline of the country onto a ditto, then write the words on the outline. Word searches can contain connected words in which the last letter of a word starts the next word. For example, in 'thelevenight' there are three words: 'the,' 'eleven,' and 'night.'

Another type of word puzzle is the 'unscramble,' in which a word is scrambled and the students have to put the letters in the correct order. To make this activity even more interesting, the scrambled words can be written around a figure. The personal adjectives 'tall,' fat', 'smart,' etc. can be written on a sketch of a person. When the students unscramble the letters, they can then use the words in a sentence. (See Figure 8.)

Figure 8

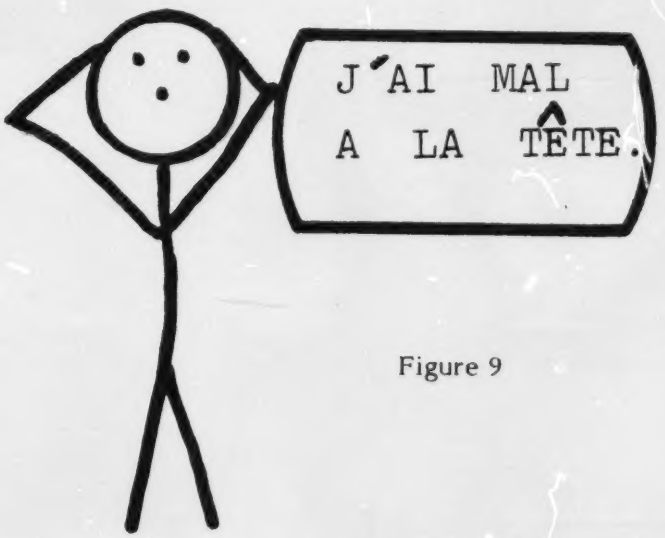


Figure 9

SKETCHES

Sketches or stick figures can be drawn on a ditto as another technique to motivate students. If teachers do not consider themselves good artists, they can trace the figure onto the ditto. The original figure is placed on top of the ditto and is traced with much pressure. Such figures can explain a vocabulary word, ask a question using a grammar point, contrast two spellings, etc. (see Figure 9). Student artists are delighted if they have the opportunity to do a sketch or drawing for a ditto.

Pictures or cartoons which are carbon-based can be made into dittos with a Thermofax machine. Questions can be asked about the picture, an incomplete dialogue can accompany it, or sentences can be written about it. In Figure 10, the students write the names of the different animals who are represented in the composite figure. A follow-up activity is to have the students draw their own crazy animals and describe where the animal lives, what it eats, etc.

Figure 10

DITTOS THAT ARE CUT APART

A ditto can be made up of domino-like blocks. Half of the dominos have a word written on both sides, and the other half have pictures on both sides (see Figure 11). The students cut up the 'dominos,' and in groups of three to five students, they play the game. One student acts as a dealer, and evenly distributes the dominos to the other players. In turn, each player attempts to match one of his/her dominos with one that is already on the table. The first domino is put down by the player to the right of the dealer, and the next player attempts to match that domino. The first player to exhaust his/her supply of dominos wins. Advanced students can make sentences using the word or picture on their domino when they make a match. Card games such as Rummy can also be created in this manner.

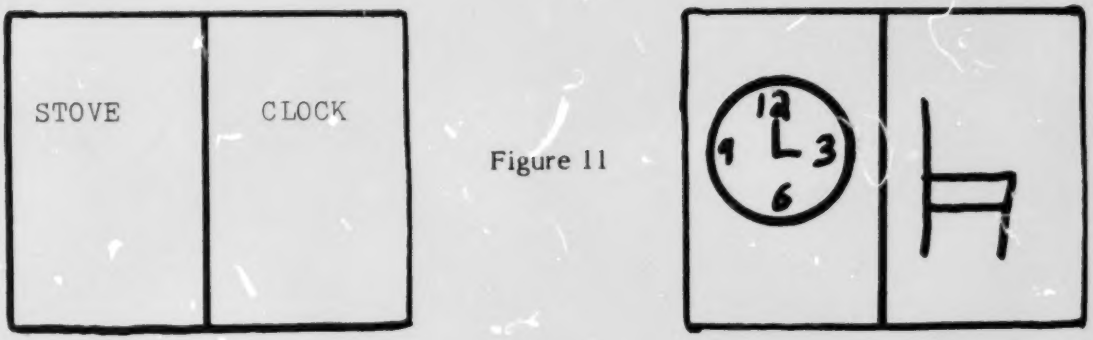


Figure 11

GAMES

Students are excited by winning money, even if it is pretend money. Students can play a form of Jeopardy in which they see a topic and have to say a certain number of words pertaining to it in order to win the indicated sums of money. Students are divided into groups of three, and choose to be player A, player B, or player C. The teacher distributes the ditto (see Figure 12), and beginning with player A, each tries to name the indicated number of words in the various categories. As the sums of money increase, so do the number of words that the student must say. Advanced students can give some additional information about each word.

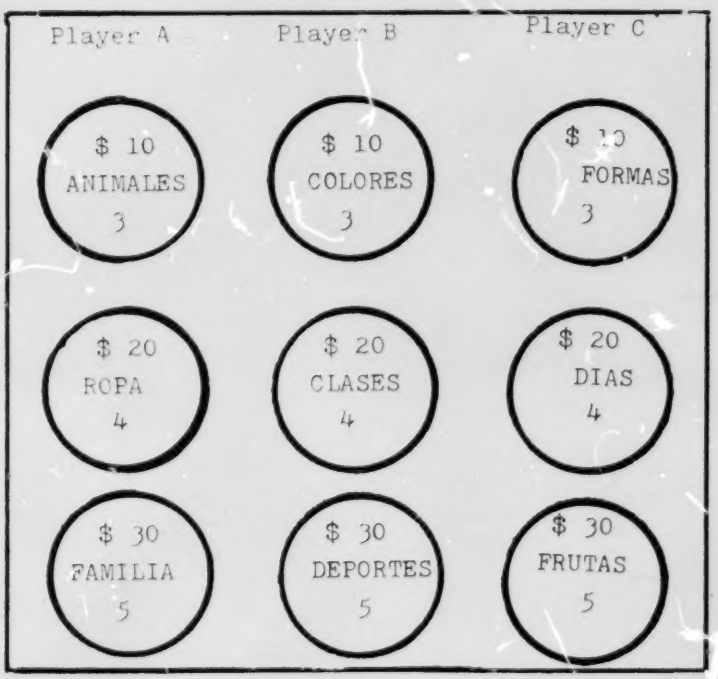
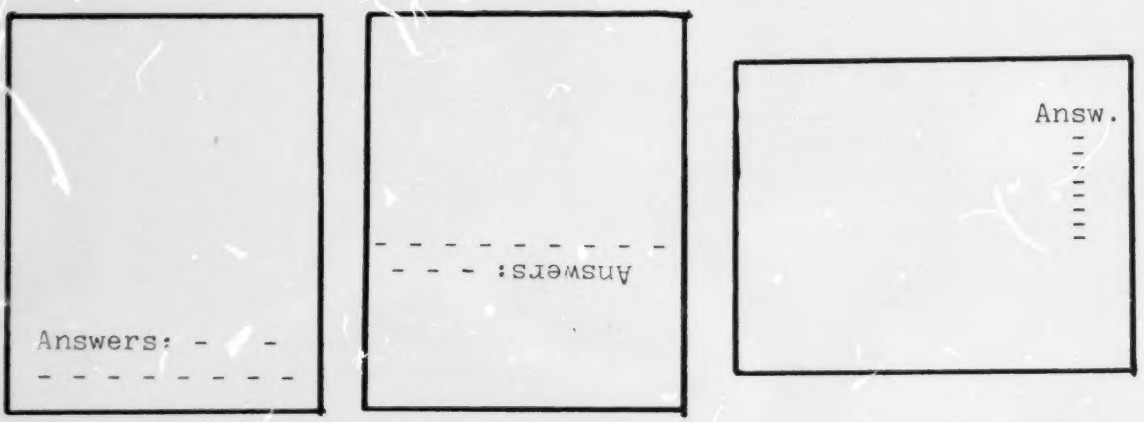


Figure 12

PROGRAMMED DITTOS

Teachers can produce quasi-programmed materials by writing the answers on the ditto. The students cover up or fold back the answers until they have done the exercise. The answers can be on the bottom of the ditto, printed upside down, or in the margins (see Figure13). Teachers can also hide the answers in crossword puzzles or word search puzzles. The students have immediate feedback about how well they are doing; they can privately make mistakes and publicly boast about successes.

Figure 13



CONTENT VARIATION

If ditto after ditto contains only grammar exercises or vocabulary drills, then dittos become boring. If the ditto encourages communication, then it becomes exciting. A communicative ditto can have the students complete such statements as 'My favorite magazine is _____,' and 'I like to drink _____.' After the students anonymously fill out the ditto, the teacher collects and randomly distributes them. The students must then ask each other questions such as, "What is your favorite magazine?" or, "What do you like to drink?" in order to determine whose paper they have.

Another communication exercise is provided by a ditto with the heading, 'Ten Reasons Why I Do Not Have My Homework.' Each student writes his or her reasons, and then students pair up to select the ten best reasons from both papers.

Each of the previous techniques contributes to making more interesting dittos. They aid in focusing attention on the crucial parts of the ditto and in creating appealing dittos. The students are curious about what the next ditto will look like, and they enjoy learning with exciting and motivating dittos.